



# Wilson Elementary School

305 E. Kamm Avenue • Dinuba, CA 93618 • (559) 595-7370 • Grades K-6

Adriana Baza, Principal

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<http://wilson.dinuba.k12.ca.us/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Dinuba Unified School District

1327 E. El Monte Way

Dinuba, CA 93618

(559) 595-7200

<https://www.dinuba.k12.ca.us/Page/>

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#### District Governing Board

Bev Keel-Worrell

Miriam Cendejas

Mary Villarreal

Ron Froese

Sandra Kizirian

#### District Administration

Joe Hernandez, Ed.D.

**Superintendent**

Marti Kochevar

**Assistant Superintendent**

#### **Personnel and Instruction**

Peggy Garispe

**Director of Finance**

#### **District Mission**

**"Empower each student to succeed  
in life."**

District Vision

**"End Generational Poverty  
Through Education"**

### School Description

Wilson Elementary School served approximately 630 students in prekindergarten to sixth grade in 2018-2019. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups. Positive Behavior Intervention Supports are implemented and reinforced on a daily basis for students to feel emotionally and socially safe.

Wilson Elementary School's learning environment is a school strength. Classrooms and school programs reflect the school's strong emphasis on learning. Students and parents express pride in the school. The school takes every opportunity to recognize and reward students for their successes and accomplishments

Wilson Elementary School's vision is to improve the quality of life of students for a lifetime.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	102
Grade 1	78
Grade 2	88
Grade 3	83
Grade 4	92
Grade 5	62
Grade 6	91
<b>Total Enrollment</b>	<b>596</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.0
Native Hawaiian or Pacific Islander	0.0
White	1.7
Socioeconomically Disadvantaged	91.1
English Learners	53.9
Students with Disabilities	5.4
Foster Youth	0.8

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Wilson Elementary School	16-17	17-18	18-19
With Full Credential	28	28	27
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0
Dinuba Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Wilson Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All adopted text books are aligned with state standards for each content area. There are sufficient copies of all text books for each child to have an individual copy of the text.

Textbooks and Instructional Materials Year and month in which data were collected: 8/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. Houghton Mifflin Journeys– Houghton Mifflin is the adopted English Language Arts Curriculum. Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	All in good condition. <i>Go Math</i> is the adopted Mathematics Curriculum. Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	All in good condition. California Science - Harcourt is the adopted Science Curriculum. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	All in good condition. History Social Science - Pearson/Scott Foresman is the adopted Social Science Curriculum for k-5 and Holt is for Grade 6. Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson Elementary takes great efforts to ensure a safe, clean and functional physical environment for students, staff and volunteers. Sufficient space is provided for students and staff to support teaching and learning.

Building modernization improvements were made at Wilson during the school year 2014-2015. This included remodeling/modernization of all student and staff restrooms, and kindergarten classrooms restrooms. Also, the main office was modernized and new student drop off and staff/parent parking lot were expanded. Six new rooms were also added in this project; four learning classrooms, a library, and a learning center. The quad area was also improved; it was paved to ensure a clean and safe school.

The day custodian, assisted by night custodian, cleans all classrooms, the office, and the cafeteria daily. The district grounds crew regularly mows and trims the grounds. Our intercom, fire alarm, and alarm system will also be updated to ensure efficient service to staff, students and local police station.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	26: 2. DIRTY VENTS. 7. ONE LIGHT BALLAST IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 27: 2. DIRTY VENTS. 28: 2. DIRTY VENTS. 7. TWO LIGHT BALLASTS ARE OUT. <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>

School Facility Good Repair Status (Most Recent Year)  
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Interior:</b> Interior Surfaces</p>	<p>Poor</p>	<p>1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. FAUCET IN RR HAS HIGH PRESSURE AND A LOW FLOW.</p> <p>10: 4. CEILING TILE HAS A WATER STAIN. 14: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT BALLASTS ARE OUT. OUTLET COVER IS BROKEN.</p> <p>15: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR.</p> <p>16: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER.</p> <p>2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE BROKEN. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.</p> <p>26: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 6. COCKROACH IS PRESENT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>7: 4. CEILING TILE HAS A WATER STAIN. 9: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (STAGE) 7. ONE LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT BULBS (POSSIBLY BALLASTS) ARE OUT.</p> <p>CLASSROOM 2: 4. CEILING TILE HAS A HOLE.</p> <p>CLASSROOM 4: 4. LARGE STAIN ON CARPET.</p> <p>CONFERENCE ROOM: 4. CEILING TILE HAS A WATER STAIN.</p> <p>MDF: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 6. BLACK WIDOW PRESENT AT ENTRY.</p> <p>PE: 4. CEILING TILE HAS A WATER STAIN. 12. LARGE CRACKS WHERE WALKWAY EAVES MEET.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 26: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 6. COCKROACH IS PRESENT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 30: 5. REST ROOM IS USED FOR STORAGE RESTRICTING EASY ACCESS. 7. ONE LIGHT BALLAST IS OUT. 8. TOILET IS NOT FLUSHING. 15. WINDOW SCREENS ARE MISSING. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. LIBRARY 1: 5. WEBBING ABOVE DOOR WITH BUGS PRESENTLY TRAPPED. MDF: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 6. BLACK WIDOW PRESENT AT ENTRY.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>

School Facility Good Repair Status (Most Recent Year)  
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	<p>1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. FAUCET IN RR HAS HIGH PRESSURE AND A LOW FLOW.</p> <p>11: 7. TWO LIGHT BALLASTS ARE OUT.</p> <p>12: 7. OUTLET COVER IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER.</p> <p>13/ STAFF ROOM: 7. ONE LIGHT BALLAST IS OUT.</p> <p>14: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT BALLASTS ARE OUT. OUTLET COVER IS BROKEN.</p> <p>15: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR.</p> <p>19: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER.</p> <p>29: 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>30: 5. REST ROOM IS USED FOR STORAGE RESTRICTING EASY ACCESS. 7. ONE LIGHT BALLAST IS OUT. 8. TOILET IS NOT FLUSHING. 15. WINDOW SCREENS ARE MISSING.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BALLAST IS OUT. 8: 7. OUTLET IS BROKEN NEAR ENTRY. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>9: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A CONSTANT DRIP.</p> <p>CAFETERIA: 4. CEILING TILES HAVE WATER STAINS (STAGE) 7. ONE LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHT BULBS (POSSIBLY BALLASTS) ARE OUT. CLASSROOM 3: 7. OUTLET COVER IS MISSING.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>

School Facility Good Repair Status (Most Recent Year)  
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>1: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. FAUCET IN RR HAS HIGH PRESSURE AND A LOW FLOW.</p> <p>16: 4. CEILING TILES HAVE HOLES. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>2: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE BROKEN. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 9. FAUCET HAS A LOW FLOW. FAUCET HAS A LOW FLOW IN RR.</p> <p>26: 4. FORMICA TRIM IS CHIPPING ON COUNTER TOP. 6. COCKROACH IS PRESENT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>30: 5. REST ROOM IS USED FOR STORAGE RESTRICTING EASY ACCESS. 7. ONE LIGHT BALLAST IS OUT. 8. TOILET IS NOT FLUSHING. 15. WINDOW SCREENS ARE MISSING.</p> <p>31: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREENS ARE MISSING. DOOR HANDLE IS LOOSE.</p> <p>9: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT BALLASTS ARE OUT. 9. DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>BOYS REST ROOM (NEAR 29): 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET HAS A CONSTANT DRIP.</p> <p>BOYS REST ROOM: 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET HAS HIGH PRESSURE.</p> <p>CLASSROOM 5: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW.</p> <p>GIRLS REST ROOM (NEAR 29): 9. ONE FAUCET HAS A CONSTANT DRIP. ONE FAUCET HAS HIGH PRESSURE.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE.</p> <p>GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE WALL.</p> <p>STAFF REST ROOM (NEAR 29): 9. FAUCET HAS HIGH PRESSURE.</p> <p>UNISEX REST ROOM (ADMIN): 8. TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE DOOR.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p><b>Safety:</b>            Fire Safety, Hazardous Materials</p>	<p align="center">Fair</p>	<p>12: 7. OUTLET COVER IS BROKEN. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 15: 4. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT IS LOOSE FROM THE WALL. 11. PAINT IS PEELING ON THE DOOR. 17: 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON THE WALL. 19: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. PLUG IN AIR FRESHENER. 21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. SIDING TRIM IS LOOSE AND DAMAGED CREATING A INJURY HAZARD. 15. BACK WINDOWS HAVE NO SCREENS. 28: 10. PLUG IN AIR FRESHENER. 31: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREENS ARE MISSING. DOOR HANDLE IS LOOSE. 8: 7. OUTLET IS BROKEN NEAR ENTRY. 11. IMPROPERLY STORED CLEANING SUPPLIES. ADMIN: 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE. CR/ MAINTENANCE ROOM: 10. IMPROPERLY STORED FLAMMABLE MATERIALS. GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE WALL. NURSE: 11. PAINT IS PEELING ON THE DOOR FRAME. UNISEX REST ROOM (ADMIN): 8. TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON THE DOOR.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. SIDING TRIM IS LOOSE AND DAMAGED CREATING A INJURY HAZARD. 15. BACK WINDOWS HAVE NO SCREENS. ADMIN: 10. PLUG IN CANDLE WARMER. 12. HOLES IN SOUTH WALL AT BASE. PE: 4. CEILING TILE HAS A WATER STAIN. 12. LARGE CRACKS WHERE WALKWAY EAVES MEET.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	21: 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON SIDING. SIDING TRIM IS LOOSE AND DAMAGED CREATING A INJURY HAZARD. 15. BACK WINDOWS HAVE NO SCREENS. 29: 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD ON WALKWAY. 30: 5. REST ROOM IS USED FOR STORAGE RESTRICTING EASY ACCESS. 7. ONE LIGHT BALLAST IS OUT. 8. TOILET IS NOT FLUSHING. 15. WINDOW SCREENS ARE MISSING. 31: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. PLUG IN AIR FRESHENER. 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREENS ARE MISSING. DOOR HANDLE IS LOOSE. CUSTODIAN (NEAR 20): 15. HOLES ARE RUSTED THROUGH AT BASE OF DOOR.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Overall Rating</b>	Fair	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	29.0	30.0	38.0	43.0	48.0	50.0
Math	30.0	35.0	26.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.1	17.7	19.4

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	335	99.11	30.45
Male	163	161	98.77	28.57
Female	175	174	99.43	32.18
Black or African American	--	--	--	--
Hispanic or Latino	330	327	99.09	30.89
White	--	--	--	--
Socioeconomically Disadvantaged	306	303	99.02	30.36
English Learners	204	201	98.53	21.89
Students with Disabilities	27	26	96.30	3.85
Students Receiving Migrant Education Services	25	25	100.00	40.00
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	338	336	99.41	34.52
<b>Male</b>	163	162	99.39	34.57
<b>Female</b>	175	174	99.43	34.48
<b>Black or African American</b>	--	--	--	--
<b>Hispanic or Latino</b>	330	328	99.39	35.06
<b>White</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	306	304	99.35	34.21
<b>English Learners</b>	204	202	99.02	30.69
<b>Students with Disabilities</b>	27	26	96.3	3.85
<b>Students Receiving Migrant Education Services</b>	25	25	100	48
<b>Foster Youth</b>	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

Parent involvement and communication are essential to our student success. Wilson Elementary School continually strives to involve parents by sharing information that helps parents understand and support student learning and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms and opportunities for parents to serve as chaperons on school field trips. Our School Site Council (SSC), which includes parent members, certificated members, and classified members approves our School Plan for Student Achievement annually which integrates categorical budget allocations and expenditures. Our English Learner Advisory Committee (ELAC) helps our SSC in making recommendations for our students learning English. Parents are also invited to participate in the Wilson Booster Club which supports student activities. If you are interested in helping, please contact the school office. The contact phone number is (559) 595-7370.

Also, Wilson has participated in a series of parent workshops facilitated by the Parenting Partners' Workshop in 2017-2018. Workshop topics include healthy families, organizational skills, preparing for college, literacy or financial aide for college, among other subjects.

If you would like more information about parent engagement activities please contact, Guadalupe Sotelo, Community Liaison at 559-595-7370.

#### **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### **School Safety Plan**

Safety of students and staff is a primary concern at Wilson School. Our buildings and grounds are safe. The Warrior Staff understands that parents expect their children to be safe in our care and we take that responsibility seriously. Staff members monitor our campus before school, after school, and during recess.

Our Positive Behavior Interventions and Supports (PBIS) framework is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. The integration of our Character Counts lessons which promote six ethical values via the pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship focus on teaching students to do the RIGHT thing.

Our school safety plan is annually updated with the input of parents, classified, and certificated personnel. The safety plan is then approved by our School Site Council. The plan is shared at a staff meeting with certificated and classified staff. We routinely review playground safety rules with students, certificated, and classified staff. We hold fire and earthquake, and lock down drills regularly. We screen volunteers through our district volunteer policy. Once they have been cleared, they must sign in and out in the office. All visitors must report to the office and sign in and out and are required to wear a visitors identification badges.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.4	2.7	3.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	3.6	3.7
Expulsions Rate	0.1	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1.25
Psychologist	.4
Social Worker	.2
Nurse	.75
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	20	1		3	4	5	2			
1	29	25	20			4	3	4				
2	29	28	29				3	3	3			
3	24	29	28				3	3	3			
4	27	31	31				3	2	3			
5	28	27	31				3	3	2			
6	27	27	30				3	3	3			

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

During the past school year, the Wilson staff participated in staff development that included, Common Core Standards integration training in English Language Arts and Math, English Language Development training, and technology integration training.

All teachers have been provided with learning opportunities to expand their knowledge of Common Core Standards and lesson delivery. Coaching was provided by school administration, professional consultants, district ELD, ELA, or Math coach, and on site Instructional Coach.

There were Common Core Standards Training in ELA and Math last year. These days are in addition to teachers being provided with release time for various staff development opportunities throughout the school year.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,448	\$47,547
Mid-Range Teacher Salary	\$70,488	\$74,775
Highest Teacher Salary	\$94,257	\$93,651
Average Principal Salary (ES)	\$113,202	\$116,377
Average Principal Salary (MS)	\$118,862	\$122,978
Average Principal Salary (HS)	\$137,598	\$135,565
Superintendent Salary	\$179,747	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,544	\$323	\$5,221	77,806
District	◆	◆	\$9,897	\$75,061
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-61.9	3.6
Percent Difference: School Site/ State			-75.5	1.7

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

In addition to general state funding, the school received state and federal categorical funding for special programs. For the 2016-2017 school year, the school received federal and state aide for the following categorical, special education, and support programs.

### Federal Programs and State Programs

Title I

LCAP

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Wilson Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Dinuba Unified School District	2014-15	2015-16	2016-17
Dropout Rate	1.4	3.1	2.3
Graduation Rate	96.8	95.6	87.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State

### Career Technical Education Programs

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.